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ABSTRACT

Developed through the collaborative efforts of cohorts of English Language Arts (ELA) educators from across Louisiana, this publication is based on core concepts identified in regional, consortia, and/or district-level ELA curricular documents submitted to the Department of Education. The publication includes key components of the Teacher's Guide to Statewide Assessment and the Louisiana Literacy Profile. It was designed to clarify the Louisiana English Language Arts Content Standards. The publication is a synthesis of the developmentally appropriate, core concepts that "spiral across grade levels" from kindergarten through 12th grade. Adhering to the philosophy that English Language Arts is an integrated discipline, the publication extends/repeats the following core concepts across standards and across grade levels: reading process; literary comprehension; critical thinking skills; information literacy; writing process; conventions of language; and speaking and listening. The English Language Arts Content Standards are grouped according to the way they are assessed on LEAP 21 and GEE 21, and areas of concentration for each grade level appear in larger, bold text--these signify specific focus areas that should be addressed at the respective grade levels. (NKA)

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SAGE ELA

SUPPORTING ACADEMIC GROWTH FOR EDUCATORS

ENGLISH LANGUAGE ARTS

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Areas of Concentration for each grade level appear in **bold, teal blue {larger, bolded} text**. These signify specific focus areas that should be addressed at the respective grade levels.

The literacy behaviors identified in the Louisiana Literacy Profile are embedded in this document.

LEAP GEE 21 ***The English Language Arts Content Standards are grouped according to the way they are assessed on*** LEAP 21 and GEE 21.

LEAP 21/GEE 21	Standards
➢Reading and Responding	One, Six, Seven
➢Information Resources	Five
➢Writing	Two, Three
➢Proofreading	Three
➢Speaking and Listening	Four (Classroom Assessed)

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The **SAGE$_{ELA}$** document was designed to clarify the Louisiana English Language Arts Content Standards. It was developed through the collaborative efforts of cohorts of English Language Arts educators from across Louisiana. The document is a synthesis of the developmentally appropriate, core concepts that **spiral across grade levels** from kindergarten through twelfth grade.

Adhering to the philosophy that English Language Arts is an integrated discipline, the document extends/repeats the following core concepts across standards and across grade levels:

- reading process
- literary comprehension
- critical-thinking skills
- information literacy
- writing process
- conventions of language
- speaking and listening

Credit

This publication was developed through the collaborative efforts of cohorts of English Language Arts educators from across Louisiana. It is based on core concepts identified in regional, consortia, and/or district-level ELA curricular documents submitted to the Department of Education. It includes key components of the Teacher's Guide to Statewide Assessment and the Louisiana Literacy Profile.

Kindergarten

Standard One: **Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.**

Focus: **Reading as a Process Responding to Text Word Meaning Word Identification Understanding Textual Features Connecting Reading to Prior Knowledge and Experience**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Distinguishes similarities and differences: visual, auditory, oral, tactile kinesthetic
Uses phonemic awareness (e.g., rhyme, phoneme blending, counting, isolation, segmentation, substitution, addition, and deletion)
Identifies and matches upper and lower case letters
Uses letter-sound correspondence (e.g., initial single consonants)
Reads familiar words and own full name (e.g., building vocabulary)
Uses conventions of print (e.g., text that carries meaning, left-to-right directionality, top-to-bottom, one-to-one matching, frames letters and words)
Uses comprehension skills (e.g., predictable text, picture clues)
Retells simple story with grade-level fluency
Responds to simple text (e.g., verbally, graphically)
Identifies concepts of print (e.g., period, question mark, quotation marks)

Standard Six: **Students read, analyze, and respond to literature as a record of life experiences.**

Focus: **Qualities of Enduring Literature Literary Genre Cultural Traditions Uniqueness of National Experience Literary Viewpoints/Points of View Connecting Literary Text to Real -Life Experiences**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Recognizes enduring literature (e.g., fairy tales, nursery rhymes, poetry, songs)
Recites familiar rhymes, folktales, and stories
Distinguishes between reality and fantasy in text read aloud by teacher
Recognizes basic differences among genres (e.g., poetry, fairy tales, information text)
Listens to literature that reflects national and global experiences
Shares personal experiences that connect to text

Standard Seven: **Students apply reasoning and problem-solving skills to reading, writing, speaking, listening, viewing, and visually representing.**

Focus: **Critical Thinking Questioning Prediction Investigation Comprehension Analysis Synthesis Communicating Understanding**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Explores and offers connections (critical thinking) to real life through reading and writing in shared and guided contexts
Applies comprehension strategies (e.g., sequencing, predicting, drawing conclusions, comparing and contrasting, making inferences) to reading and writing in shared and guided contexts
Classifies pictures and objects according to similarities
Expresses personal opinions and viewpoints orally
Explores author's purpose in shared and guided contexts
Determines cause and effect
Determines topic
Uses pictures, background knowledge, and story details to predict outcomes
Discusses problems and offers possible solutions in shared and guided contexts
Asks relevant questions

Standard Five: **Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.**

Focus: **Topic Identification Gathering Information Evaluation of Multiple Reference Sources Application of Technology Interpreting Findings**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Listens and responds to various media
Locates and uses parts of a book (e.g., front, back, title, author, illustrator)
Learns alphabetical order
Shares information found in books
Organizes information as a group
Locates familiar places within a school or classroom
Locates information from graphic organizers (e.g., calendars, pictures, maps, simple charts)
Shares learned information in own words
Shares sources of information in own words
Uses technology and reference materials appropriately in shared and guided contexts
Publishes learned information in shared and guided contexts

Standard Two: **Students write competently for a variety of purposes and audiences.**

Focus: **Writing as a Flexible, Recursive Process Awareness of Purpose and Audience Variety of Approaches to Writing Frequent, Meaningful Practice Connecting Writing to Prior Experiences**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Uses prior knowledge to draw, dictate, and write simple text that implies a central idea
Shares own writing and listens and responds to peer writing
Draws, dictates, or writes as a response to text and real-life experiences (e.g., journals, letters, lists)

Standard Three: **Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.**

Focus: **Conventions of Language Language Patterns Revising Written Text Editing/Proofreading Applying Standard English in Real-World Contexts**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Uses complete thoughts, appropriate sentence structure, and correct word order in speaking
Hears sounds in spoken words and writes the corresponding letter(s)
Uses grade-appropriate temporary (invented, phonetic) spelling for known words (e.g., own name, familiar words)
Manipulates writing and art tools correctly
Attempts to copy print (e.g., letters, words)
Writes upper and lower case manuscript letters correctly
Uses concepts of print (e.g., left-to right, top-to-bottom, spaces between words/lines)
Capitalizes first letter(s) of full name

Standard Four: **Students demonstrate competence in speaking and listening as tools for learning and communicating**

Focus: **Communication Process Interpersonal Skills**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Understands, repeats, and follows one- and two-step oral directions
Uses standard English pronunciation and articulation
Works cooperatively in small/large groups (e.g., active listener, contributor, discussion leader)
Gives guided feedback to oral presentations
Gives rehearsed/unrehearsed presentations (e.g., nursery rhymes, songs, personal narratives)
Sequences pictures and tells the story in a logical order
Understands positional and time words (e.g., over, under, below, morning, night, weekend)
Understands idioms/figurative language (e.g., easy as pie)
Identifies environmental sounds and responds appropriately
Responds to questions appropriately
Demonstrates the number of syllables in spoken words through movements (e.g., clapping)
Demonstrates through choral reading an understanding of the relationship of punctuation to meaning
Explores audio-visual technology in shared and guided contexts

First Grade

Standard One: **Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.**

Focus: **Reading as a Process Responding to Text Word Meaning Word Identification Understanding Textual Features Connecting Reading to Prior Knowledge and Experience**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Strengthens phonemic awareness
Uses letter-sound correspondence (e.g., vowels, consonants, blends) and word parts to identify new words
Reads new and high frequency/sight words in context (e.g., building vocabulary)
Uses conventions of print (e.g., punctuation, capitalization, sentence framing)
Uses comprehension skills (e.g., self-monitoring, self-correcting)
Retells simple text on grade level with increasing fluency
Responds to simple text (e.g., verbally, graphically)
Distinguishes between fiction and nonfiction
Identifies essential story elements (e.g., setting, plot, characters)
Identifies topics/main ideas
Understands concepts of print (e.g., period, question mark, comma, apostrophe, quotation marks)

Standard Six: **Students read, analyze, and respond to literature as a record of life experiences.**

Focus: **Qualities of Enduring Literature Literary Genre Cultural Traditions Uniqueness of National Experience Literary Viewpoints/Points of View Connecting Literary Text to Life Experiences**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Recognizes enduring literature (e.g., fairy tales, nursery rhymes, poetry, songs)
Recites familiar rhymes, folktales, and stories
Distinguishes between reality and fantasy in text read aloud by teacher
Recognizes basic differences among genres (e.g., poetry, fairy tales, reference, fiction and nonfiction, biography, autobiography)
Relates to literature that reflects national and global experiences
Connects real-life and personal experiences to text by sharing and discussing

Standard Seven: **Students apply reasoning and problem solving skills to reading, writing, speaking, listening, viewing, and visually representing.**

Focus: **Critical Thinking Questioning Prediction Investigation Comprehension Analysis Synthesis Communicating Understanding**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Explores and offers connections to real life through reading and writing in shared and guided contexts
Applies comprehension strategies (e.g., sequencing, predicting, drawing conclusions, comparing and contrasting, making inferences, determining main ideas) to reading and writing in shared and guided contexts
Classifies according to given characteristics
Expresses personal opinions and viewpoints orally
Recognizes that authors write for different purposes (e.g., entertainment, information)
Determines cause and effect
Determines main ideas in text
Discusses problems and offers possible solutions in shared and guided contexts
Asks relevant questions, applies background knowledge, and uses story details to predict outcomes

Standard Five: **Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.**

Focus: **Topic Identification Gathering Information Evaluation of Multiple Reference Sources Application of Technology Interpreting Findings**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Listens and responds to various media
Locates and uses organizational features of printed text (e.g., alphabetizing, title page, table of contents) to find information
Uses alphabetical order to locate information (e.g., picture dictionary)
Selects books to acquire and share information based on interest/topic
Organizes information (e.g., simple survey) as a group and copies simple notes
Reads and interprets information from graphic organizers (e.g., diagrams, charts, simple outlines, graphs, calendars, maps, globes)
Tells and writes about learned information in own words
Writes title of source of information
Uses simple features of computers (e.g., keyboard, mouse, picture dictionary)
Publishes learned information in guided and independent contexts using available technology

Standard Two: **Students write competently for a variety of purposes and audiences.**

Focus: **Writing as a Flexible, Recursive Process Awareness of Purpose and Audience Variety of Approaches to Writing Frequent, Meaningful Practice Connecting Writing to Prior Experiences**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Creates own text using simple sentences and pictures with a central idea for different audiences and purposes

Draws and writes spontaneously

Uses prewriting strategies (e.g., listing, brainstorming, drawing)

Draws, dictates, or writes as a response to text and life experiences (e.g., journals, letters, lists)

Explores composing skills in shared and guided contexts (e.g., elaboration, vocabulary style, language experience)

Standard Three: **Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.**

Focus: **Conventions of Language Language Patterns Revising Written Text Editing/Proofreading Applying Standard English in Real-World Contexts**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Uses complete thoughts, appropriate sentence structure, and correct word order in speaking and writing

Identifies grade-level appropriate parts of speech

Hears sounds in spoken words and writes the corresponding letter (s)

Uses grade-appropriate, temporary (invented, phonetic) spelling high frequency/sight words (e.g., color words, days of the week)

Refines use of writing and art tools

Copies print (e.g., words, sentences)

Writes upper and lower case manuscript letters correctly

Uses concepts of print (e.g., sentences and lines)

Recognizes and edits basic punctuation and capitalization correctly in shared and guided writing contexts

Standard Four: **Students demonstrate competence in speaking and listening as tools for learning and communicating**

Focus: **Communication Process Interpersonal Skills**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Understands, repeats, and follows multi-step oral directions
Uses standard English pronunciation and articulation
Works cooperatively in small/large groups
Gives feedback to oral presentations
Uses appropriate sentence structure, word order, sequence, and vocabulary in giving rehearsed/unrehearsed presentations (e.g., simple book reports, story telling)
Understands positional and time words (e.g., over, under, below, morning, night, weekend)
Understands idioms/figurative language (e.g., easy as pie)
Responds to questions appropriately
Demonstrates through choral/independent oral reading an understanding of the relationship of punctuation to meaning
Recognizes that listening is a skill
Listens and responds to audio-visual technology in shared and guided contexts

Second Grade

Standard One: **Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.**

Focus: **Reading as a Process Responding to Text Word Meaning Word Identification Understanding Textual Features Connecting Reading to Prior Knowledge and Experience**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Uses letter-sound correspondence, word parts, word patterns (regular and irregular) and syllables to identify new words
Reads new and high frequency/sight words in context
Applies conventions of print (e.g., punctuation, capitalization, paragraph framing)
Uses comprehension skills (e.g., processing ideas and knowledge)
Retells grade-appropriate text with increasing fluency
Identifies essential story elements (e.g., setting, plot, character, theme)
Reads independently and responds to grade-level appropriate text using a variety of strategies
Identifies main ideas, supporting details, and author's purpose
Identifies literary devices (e.g., simile, metaphor, dialogue)
Reads fiction and nonfiction text for factual meaning

Standard Six: **Students read, analyze, and respond to literature as a record of life experiences.**

Focus: **Qualities of Enduring Literature Literary Genre Cultural Traditions Uniqueness of National Experience Literary Viewpoints/Points of View Connecting Literary Text to Life Experiences**

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Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Distinguishes the qualities that make literature enduring

Recites, reads, and interprets enduring literature

Recognizes that some words in literary selections come from a variety of cultures

Explains likenesses and differences of ethnic groups represented in literature

Distinguishes between reality and fantasy in text

Recognizes basic differences among genres (e.g., poetry, fairy tales, reference, fiction and nonfiction, biography, autobiography)

Discusses national and global experiences in literature

Connects life and personal experiences to text by sharing and discussing

Standard Seven: **Students apply reasoning and problem solving skills to reading, writing, speaking, listening, viewing, and visually representing.**

Focus: **Critical Thinking Questioning Prediction Investigation Comprehension Analysis Synthesis Communicating Understanding**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Explains connections to real life through reading and writing in shared and guided contexts

Applies comprehension strategies (e.g., sequencing, predicting, drawing conclusions, comparing and contrasting, making inferences, determining main ideas, summarizing, recognizing literary devices) to reading and writing in shared and guided contexts

Classifies according to given characteristics

Expresses and supports opinions

Identifies the author's purpose (e.g., entertainment, information, expression) and viewpoint

Determines cause and effect

Determines main ideas and supporting details in text

Predicts, explains, and verifies outcomes

Discusses problems and offers possible solutions in a variety of contexts

Asks relevant questions to generate inquiry

Standard Five: **Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.**

Focus: **Topic Identification Gathering Information Evaluation of Multiple Reference Sources Application of Technology Interpreting Findings**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Listens and responds to various media
Uses organizational features of printed text to locate information (e.g., dictionary, glossary, index)
Selects a topic for a "report" based on interest, available information, or teacher direction
Reads and interprets information from graphic organizers (e.g., diagrams, charts, simple outlines, graphs, calendars, maps, map symbols, globe)
Tells and writes about learned information in own words
Writes title and author of sources of information
Publishes learned information in guided and independent contexts using basic word processing and available technology
Uses simple features of computers (e.g., icons, pull-down menus)

Standard Two: **Students write competently for a variety of purposes and audiences.**

Focus: **Writing as a Flexible, Recursive Process Awareness of Purpose and Audience Variety of Approaches to Writing Frequent, Meaningful Practice Connecting Writing to Prior Experiences**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Writes one or more paragraphs containing a central idea
Uses prewriting strategies independently
Revises writing during and after composing
Uses figurative language (e.g., simile, onomatopoeia) in writing
Writes compositions on a range of topics and modes (e.g., narrative, descriptive, expository) for different audiences and purposes

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Draws and writes as a response to text and real-life experiences (e.g., journals, letters, lists)
Explores composing skills in shared and guided contexts (e.g., elaboration, vocabulary style, language experience)

Standard Three: **Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.**

Focus: **Conventions of Language Language Patterns Revising Written Text Editing/Proofreading Applying Standard English in Real-World Contexts**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Uses complete thoughts, appropriate sentence structure, and correct word order in speaking and writing
Identifies and uses grade level appropriate parts of speech correctly
Uses spelling patterns and rules appropriately
Refines use of writing and art tools
Copies print (e.g., passages)
Writes legibly in manuscript form
Uses concepts of print (e.g., spaces between words, sentences, lines)
Uses and edits for correct basic punctuation, capitalization, and spelling in writing correctly
Distinguishes among complete sentences, fragments, and run-on sentences

Standard Four: **Students demonstrate competence in speaking and listening as tools for learning and communicating.**

Focus: Communication Process Interpersonal Skills

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Understands, rephrases, and follows multi-step oral directions
Uses standard English pronunciation and articulation
Works cooperatively in small/large groups
Gives constructive feedback to oral presentations
Uses appropriate sentence structure, word order, sequence, and vocabulary in giving rehearséd/unrehearsed oral presentations (e.g., poems, plays, announcements)
Generates topics and organizes ideas for oral presentations
Understands and uses idioms/figurative language (e.g., similes, metaphors, personification)
Responds to questions providing relevant information
Identifies the number of syllables in spoken words
Demonstrates through choral, independent, and paired reading an understanding of the relationship of punctuation to meaning
Explains new information from simple text in own words
Uses audio-visual technology in guided contexts

Third Grade

Standard One: **Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.**

Focus: **Reading as a Process Responding to Text Word Meaning Word Identification Understanding Textual Features Connecting Reading to Prior Knowledge and Experience**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Applies letter-sound correspondence and structural analysis to decode words

Applies context clues to determine word meaning

Uses comprehension skills

Reads independently and responds to grade-level appropriate text using a variety of strategies

Identifies mains ideas, supporting details, and author`s purpose

Retells grade appropriate text with increasing fluency

Identifies essential story elements (e.g., setting, plot, character, theme)

Identifies literary devices (e.g., personification)

Reads fiction and nonfiction text for inferential meaning

Standard Six: **Students read, analyze, and respond to literature as a record of life experiences.**

Focus: **Qualities of Enduring Literature Literary Genre Cultural Traditions Uniqueness of National Experience Literary Viewpoints/Points of View Connecting Literary Text to Life Experiences**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Distinguishes the qualities that make literature enduring
Reads and interprets enduring literature
Recognizes that some words in literary selections come from a variety of cultures
Explains likenesses and differences of ethnic groups represented in literature (e.g., customs, traditions)
Recognizes basic differences among genres (e.g., poetry, fairy tales, reference, fiction and nonfiction, biography, autobiography, mystery, legends, myths)
Discusses national and global experiences in literature
Connects life and personal experiences to text by sharing and discussing
Identifies different cultural viewpoints in fiction and nonfiction text

Standard Seven: **Students apply reasoning and problem solving skills to reading, writing, speaking, listening, viewing, and visually representing.**

Focus: **Critical Thinking Questioning Prediction Investigation Comprehension Analysis Synthesis Communicating Understanding**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Explains connections to real life through reading and writing in a variety of contexts
Applies comprehension strategies (e.g., sequencing, predicting, drawing conclusions, comparing and contrasting, making inferences, determining main ideas, summarizing, recognizing literary devices, paraphrasing) to reading and writing in shared and guided contexts
Determines fact from opinion
Explains cause and effect
Determines main ideas and supporting details in extended text
Uses skimming and scanning for facts
Makes, confirms, and revises predictions when appropriate
Explains possible solution to problems
Determines and explains author's purpose (e.g., entertainment, information, expression) and viewpoint
Asks relevant questions to generate inquiry

Standard Five: **Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.**

Focus: **Topic Identification Gathering Information Evaluation of Multiple Reference Sources Application of Technology Interpreting Findings**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Listens and responds to various media
Locates and uses organizational features of printed text (e.g., title page, table of contents, glossary, index, copyright, publisher, captions) to locate information
Selects a topic for a "report" based on interest, available information, or teacher direction
Reads and interprets information from graphic organizers (e.g., diagrams, charts, simple outlines, graphs, calendars, timelines, maps, map symbols, globe)
Takes simple notes, conducts simple surveys and interviews, and summarizes independently and as a group
Creates simple outlines as a group
Tells and writes a short research report, including simple bibliographic information
Publishes short reports in guided and independent contexts using basic word processing and available technology
Accesses Internet (e.g., keyword searches, passwords, entry menu features, URL addresses)

Standard Two: **Students write competently for a variety of purposes and audiences.**

Focus: **Writing as a Flexible, Recursive Process Awareness of Purpose and Audience Variety of Approaches to Writing Frequent, Meaningful Practice Connecting Writing to Prior Experiences**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Writes multi-paragraph compositions containing a central idea, a topic sentence, and supporting details in a logical, sequential order
Selects appropriate prewriting strategies (e.g., simple webbing, listing)
Revises and refines writing during and after composing (e.g., sentence structure, vocabulary)
Uses figurative language (e.g., simile, onomatopoeia, hyperbole, idiom) in writing
Develops compositions using narration, description, and exposition for different audiences and purposes
Composes constructed responses to literary selections
Writes as a response to text and real-life experiences (e.g., journals, letters, lists)
Explores composing skills in shared and guided contexts (e.g., elaboration, vocabulary style, language experience)

Standard Three: **Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.**

Focus: **Conventions of Language Language Patterns Revising Written Text Editing/Proofreading Applying Standard English in Real-World Context**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Uses complete thoughts, appropriate sentence structure, and correct word order in speaking and writing
Uses spelling patterns and rules appropriately
Copies print (e.g., passages)
Writes legibly in manuscript/cursive form
Uses basic punctuation with an emphasis on end marks, commas, and apostrophes
Uses basic capitalization (e.g., first word of a sentence, proper names, titles, pronoun *I*)
Identifies and corrects problems in subject-predicate agreement, verb tenses, pronoun cases, and modifiers

Standard Four: **Students demonstrate competence in speaking and listening as tools for learning and communicating**

Focus: Communication Process *Interpersonal Skills*

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Gives, paraphrases, interprets, and follows multi-step directions
Uses standard English pronunciation and articulation and diction
Works cooperatively in small/large groups
Gives constructive feedback to oral presentations
Generates topics, organizes ideas, and delivers oral presentations, using appropriate sentence structure, word order, sequence, and vocabulary with greater complexity
Understands and uses idioms/figurative language (e.g., similes, metaphors, personification, symbolism)
Responds to questions providing clear, relevant information
Identifies the number of syllables in spoken words
Demonstrates through choral, independent, and paired reading an understanding of the relationship of punctuation to meaning
Demonstrates the ability to listen attentively
Describes new information from text
Uses appropriate audio-visual technology for specific purposes

Fourth Grade

Standard One: **Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.**

Focus: **Reading as a Process Responding to Text Word Meaning Word Identification Understanding Textual Features Connecting Reading to Prior Knowledge and Experience**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Uses structural analysis to decode words

Applies vocabulary strategies to unfamiliar text (e.g., context clues, affixes, inferences)

Applies comprehension skills (e.g., main idea, supporting details, cause/effect, fact/opinion, summarization)

Reads independently and responds to unfamiliar text using different strategies

Identifies main ideas, supporting details, and author's purpose

Identifies essential story elements (e.g., setting, plot, characters, theme)

Identifies literary devices

Reads fiction and nonfiction text for specific purposes

Standard Six: **Students read, analyze, and respond to literature as a record of life experiences.**

Focus: **Qualities of Enduring Literature Literary Genre Cultural Traditions Uniqueness of National Experience Literary Viewpoints/Points of View Connecting Literary Text to Life Experiences**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Distinguishes the qualities that make literature enduring
Reads and interprets enduring literature
Recognizes that some words in literary selections come from a variety of cultures
Evaluates likenesses and differences of ethnic groups represented in literature (e.g., customs, traditions)
Classifies literary selections according to unique genre characteristics (e.g., poetry, fairy tales, reference, fiction and nonfiction, biography, autobiography, mystery, legends, myths)
Discusses national and global experiences in literature
Connects life and personal experiences to text
Shares and discusses universal themes in literature by relating life experiences
Identifies different cultural viewpoints in fiction and nonfiction text

Standard Seven: **Students apply reasoning and problem solving skills to reading, writing, speaking, listening, viewing, and visually representing.**

Focus: **Critical Thinking Questioning Prediction Investigation Comprehension Analysis Synthesis Communicating Understanding**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Explains connections to real life through reading and writing in a variety of contexts
Applies comprehension strategies (e.g., sequencing, predicting, drawing conclusions, comparing and contrasting, making inferences, determining main ideas, summarizing, recognizing literary devices, paraphrasing) to reading and writing in guided and independent contexts
Distinguishes fact from opinion
Explains cause and effect
Applies skimming and scanning for facts to extended text
Interprets, problem solves, and responds within a variety of media
Explains author's purpose (e.g., entertainment, information, expression, persuasion) and viewpoint
Asks relevant questions to generate inquiry

Standard Five : **Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.**

Focus: **Topic Identification Gathering Information Evaluation of Multiple Reference Sources Application of Technology Interpreting Findings**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Listens and responds to various media
Locates and uses organizational features of printed text (e.g., title page, table of contents, glossary, index, copyright, publisher, captions) to locate information
Selects a topic for a "report" based on interest, available information, or teacher direction
Reads and interprets information from graphic organizers (e.g., diagrams, charts, simple outlines, graphs, calendars, timelines, maps, map symbols, globe)
Takes simple notes, conducts surveys and interviews, creates simple outlines, and summarizes information independently
Paraphrases ideas and words of others
Writes a short research report, including a simple bibliography that follows a specified format
Publishes short reports in guided and independent contexts using basic word processing and available technology
Accesses Internet (e.g., keyword searches, passwords, entry menu features, URL addresses)

Standard Two: **Students write competently for a variety of purposes and audiences.**

Focus: **Writing as a Flexible, Recursive Process Awareness of Purpose and Audience Variety of Approaches to Writing Frequent, Meaningful Practice Connecting Writing to Prior Experiences**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Writes multi-paragraph compositions that include an introduction, supporting details in a logical sequential order, and a conclusion
Refines and uses writing process skills (e.g., prewriting, drafting, revising, editing, publishing)

Uses a rich variety of vocabulary, figurative language, and sentences appropriate for text form

Develops compositions using the four modes of writing with emphasis on narration and exposition

Composes constructed responses to literary selections

Writes as a response to text and real-life experiences

Explores composing skills in shared and guided contexts (e.g., elaboration, vocabulary style, language experience)

Standard Three: **Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.**

Focus: **Conventions of Language Language Patterns Revising Written Text Editing/Proofreading Applying Standard English in Real-World Contexts**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Uses complete thoughts, appropriate sentence structure, and correct word order in speaking and writing

Recognizes and corrects fragments and run-ons

Uses grade-level appropriate parts of speech correctly with an emphasis on subject-verb agreement, verb tenses, pronoun case, and comparative/superlative adjectives

Uses spelling patterns and rules appropriately

Writes legibly in manuscript/cursive form

Applies punctuation correctly with an emphasis on end marks, commas, apostrophes, and commas in a series

Applies correct capitalization (e.g., first word of a sentence, proper names, titles, pronoun *I*)

Standard Four: **Students demonstrate competence in speaking and listening as tools for learning and communicating**

Focus: Communication Process *Interpersonal Skills*

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Gives, paraphrases, interprets, and follows multi-step directions
Uses standard English pronunciation, articulation, and diction
Works cooperatively in small/large groups
Gives constructive feedback to oral presentations
Generates topics, organizes ideas, and plans and delivers oral presentations using appropriate sentence structure, word order, sequence, and vocabulary
Understands and uses idioms/figurative language to communicate an idea
Responds to questions providing clear, relevant information
Demonstrates the ability to listen attentively
Paraphrases new information from extended text in own words
Selects and uses appropriate audio-visual technology for specific purposes

Fifth Grade

Standard One: **Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.**

Focus: **Reading as a Process Responding to Text Word Meaning Word Identification Understanding Textual Features Connecting Reading to Prior Knowledge and Experience**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Adjusts reading rate to materials according to purpose
Identifies main ideas, supporting details, and author's purpose
Summarizes grade-appropriate text
Recognizes and analyzes essential story elements (e.g., setting, plot, character, theme)
Recognizes and analyzes literary devices (e.g., figurative language, dialogue)
Reads fiction and nonfiction text for specific purposes

Standard Six: **Students read, analyze, and respond to literature as a record of life experiences.**

Focus: **Qualities of Enduring Literature Literary Genre Cultural Traditions Uniqueness of National Experience Literary Viewpoints/Points of View Connecting Literary Text to Life Experiences**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Distinguishes the qualities that make literature enduring
Reads and interprets enduring literature
Recognizes that some words in literary selections come from a variety of cultures
Evaluates likenesses and differences of ethnic groups represented in literature (e.g., customs, traditions)
Classifies literary selections according to unique genre characteristics (e.g., poetry, fiction and nonfiction, biography, autobiography, mystery, science fiction, legends, myths, personal essays, scientific inquiries)

Compares and contrasts literary selections using supporting details in a variety of responses (e.g., oral, written, individual, group)
Discusses national and global experiences in literature
Recognizes, experiences, and responds to multicultural literature
Connects life and personal experiences to text
Shares and discusses universal themes in literature by relating life experiences
Compares and contrasts different cultural viewpoints in fiction and nonfiction

Standard Seven: **Students apply reasoning and problem solving skills to reading, writing, speaking, listening, viewing, and visually representing.**

Focus: **Critical Thinking Questioning Prediction Investigation Comprehension Analysis Synthesis Communicating Understanding**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Applies connections to real life through reading and writing in a variety of contexts
Applies comprehension strategies (e.g., sequencing, predicting, drawing conclusions, comparing and contrasting, making inferences, determining main ideas, summarizing, recognizing literary devices, paraphrasing) while working both independently and as a member of a group to create; discuss; and critique oral, written, and visual text
Distinguishes fact from opinion
Explains cause and effect
Applies skimming and scanning for facts to extended text
Interprets, problem solves, and responds within a variety of media
Explains author's purpose and viewpoint
Asks relevant questions to generate inquiry relevant to real-life experiences

Standard Five: **Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.**

Focus: **Topic Identification Gathering Information Evaluation of Multiple Reference Sources Application of Technology Interpreting Findings**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Uses organizational features of printed text, media, and electronic sources (e.g., legends, hypertext) to locate information
Identifies, locates, compares, and contrasts informational sources for specific purposes
Reads and interprets information from graphic organizers (e.g., maps, charts, graphs, diagrams, tables, schedules)
Recognizes and compares and contrasts various graphic organizers (e.g., charts/graphs, tables/schedules, diagrams/maps, flowcharts)
Gathers information from sources using surveying, interviewing, outlining, note-taking, paraphrasing, and summarizing skills/techniques
Paraphrases ideas and words of others
Writes a short research report, including a bibliography, both following a specified format
Publishes reports in guided and independent contexts using basic word processing and available technology

Standard Two: **Students write competently for a variety of purposes and audiences.**

Focus: **Writing as a Flexible, Recursive Process Awareness of Purpose and Audience Variety of Approaches to Writing Frequent, Meaningful Practice Connecting Writing to Prior Experiences**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Writes coherent, multi-paragraph compositions, emphasizing transitional elements
Understands writing as a process
Develops compositions on self-selected topics or in response to prompts using the four modes of writing (e.g., description, narration, exposition, persuasion)
Develops an awareness of audience and purpose
Recognizes and uses various methods of support and elaboration (e.g., facts, reasons, examples, sensory details) in compositions and constructed response items
Writes as a response to text and real-life experiences

Standard Three: **Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.**

Focus: **Conventions of Language Language Patterns Revising Written Text Editing/Proofreading Applying Standard English in Real-World Contexts**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Writes legibly using print or cursive form
Identifies and applies appropriate punctuation to writing
Applies appropriate capitalization rules
Identifies and analyzes the grammatical structure of a sentence (e.g., parts of speech, usage, simple sentence, compound sentence)
Spells grade-level words correctly
Uses various peer and self-editing techniques

Standard Four: **Students demonstrate competence in speaking and listening as tools for learning and communicating**

Focus: Communication Process Interpersonal Skills

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Creates and gives simple directions, rephrases given directions, and interprets multi-step directions
Participates in small/large discussions using standard English pronunciation and diction effectively and fluently
Gives constructive feedback to oral presentations
States ideas and asks/answers questions to provide clarity
Identifies and corrects errors in oral communication
Prepares presentations using effective delivery techniques
Listens to information from a variety of media to determine point of view

Sixth Grade

Standard One: **Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.**

Focus: **Reading as a Process Responding to Text Word Meaning Word Identification Understanding Textual Features Connecting Reading to Prior Knowledge and Experience**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Uses structural analysis to decode words
Applies and synthesizes vocabulary strategies to unfamiliar text (e.g., context clues, affixes, inferences, etymology, multiple meaning words)
Interprets unfamiliar text with supportive explanations to connect to real-life situations
Adjusts reading rate to materials according to purpose
Identifies and explains a main idea with supporting details
Summarizes and paraphrases grade-appropriate text
Recognizes and analyzes essential story elements (e.g., setting, plot, character, theme, mood, tone, style)
Recognizes and analyzes literary devices (e.g., figurative language, flashback, foreshadowing, dialogue)
Reads fiction and nonfiction text for evaluative meaning

Standard Six: **Students read, analyze, and respond to literature as a record of life experiences.**

Focus: **Qualities of Enduring Literature Literary Genre Cultural Traditions Uniqueness of National Experience Literary Viewpoints/Points of View Connecting Literary Text to Life Experiences**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Distinguishes the qualities of enduring literature
Reads and interprets enduring literature
Recognizes that some words in literary selections come from a variety of cultures
Evaluates likenesses and differences of ethnic groups represented in literature (e.g., customs, traditions)
Classifies literary selections according to unique genre characteristics (e.g., poetry, fiction and nonfiction, biography, autobiography, tall tales, fables, science fiction, legends, myths, essays, realistic fiction)
Compares and contrasts literary selections using supporting details in a variety of responses (e.g., oral, written, individual, group)
Discusses national and global experiences in literature
Recognizes, experiences, and responds to multicultural literature
Connects life and personal experiences to text
Shares and discusses universal themes in literature by relating real-life experiences
Compares and contrasts different cultural viewpoints in fiction and nonfiction

Standard Seven: **Students apply reasoning and problem-solving skills to reading, writing, speaking, listening, viewing, and visually representing.**

Focus: **Critical Thinking Questioning Prediction Investigation Comprehension Analysis Synthesis Communicating Understanding**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Problem solves using real-life experiences and prior knowledge
Uses critical-thinking skills and applies comprehension strategies (e.g., sequencing, predicting, drawing conclusions, comparing and contrasting, making inferences, determining main ideas, summarizing, recognizing literary devices, paraphrasing) independently
Works in groups to create, to discuss, and to critique oral, written, and visual text
Distinguishes fact from opinion or probability
Explains cause and effect
Applies skimming and scanning for facts to extended text
Interprets, problem solves, and responds within a variety of media
Explains author's purpose and viewpoint
Detects the use of propaganda techniques within a variety of media
Uses inductive and deductive reasoning to test theories/hypotheses independently and in groups

Standard Five: **Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.**

Focus: **Topic Identification Gathering Information Evaluation of Multiple Reference Sources Application of Technology Interpreting Findings**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Uses organizational features of printed text (e.g., alphabetizing, legends, laser discs, hypertext, CD-Rom), Internet, and other electronic media to locate information
Identifies, locates, compares and contrasts informational sources for specific purposes
Takes notes, surveys, interviews, outlines, paraphrases, and summarizes, using relevant information from research
Writes a research report, including a bibliography, both in a specified format
Paraphrases ideas and words of others
Publishes reports in guided and independent contexts using basic word processing and available technology

Standard Two: **Students write competently for a variety of purposes and audiences.**

Focus: **Writing as a Flexible, Recursive Process Awareness of Purpose and Audience Variety of Approaches to Writing Frequent, Meaningful Practice Connecting Writing to Prior Experiences**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Composes a clear statement in order to write a multi-paragraph composition—containing an introduction, body, and conclusion—that maintains unity and coherence
Writes organized, well-developed compositions, emphasizing tone and voice
Applies the writing process in developing a self-selected topic or in response to a prompt
Selects appropriate methods of support and elaboration (e.g., facts, reasons, examples, sensory details)

Uses a variety of sentence structures, figurative language, and vocabulary

Uses the four modes of writing (e.g., description, narration, exposition, persuasion) to respond to text and life experiences

Standard Three: **Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.**

Focus: **Conventions of Language Language Patterns Revising Written Text Editing/Proofreading Applying Standard English in Real-World Contexts**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Identifies and applies appropriate punctuation to writing
Applies appropriate capitalization rules
Identifies and analyzes the grammatical structure of a sentence (e.g., parts of speech, usage, simple sentence, compound sentence, complex sentence)
Spells grade-level words correctly
Uses various peer and self-editing techniques

Standard Four: **Students demonstrate competence in speaking and listening as tools for learning and communicating**

Focus: **Communication Process Interpersonal Skills**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Creates and gives simple directions, rephrases given directions, and interprets multi-step directions
States ideas and asks/answers questions to provide clarity
Participates in discussions using standard English pronunciation and diction effectively and fluently
Constructs and presents a speech that includes an introduction, a clear concise message, and a conclusion using effective delivery techniques
Reacts to an audience by adjusting delivery of a presentation

Demonstrates appropriate speaking and listening skills by role playing real-life scenarios (e.g., relating a message, placing an order)

Compares/contrasts and interprets the meaning and purpose of various oral interpretations

Orally evaluates and compares a variety of media (e.g., film, TV, public speeches)

Understands and uses transitional words and phrases to indicate cause/effect and problem/solution

Seventh Grade

Standard One: **Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.**

Focus: **Reading as a Process Responding to Text Word Meaning Word Identification Understanding Textual Features Connecting Reading to Prior Knowledge and Experience**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Uses structural analysis to decode words
Applies and synthesizes vocabulary strategies to unfamiliar text (e.g., context clues, affixes, inferences, etymology, multiple meaning words)
Interprets unfamiliar text with supportive explanation to connect to real-life situations
Adjusts reading rate to materials according to purpose
Identifies and explains main idea with supporting details
Summarizes and paraphrases unfamiliar text
Recognizes and analyzes essential story elements (e.g., setting, plot, character, theme, mood, tone, style)
Recognizes and analyzes literary devices (e.g., figurative language, flashback, foreshadowing, symbolism, dialogue)
Reads fiction and nonfiction text for evaluative meaning

Standard Six: **Students read, analyze, and respond to literature as a record of life experiences.**

Focus: **Qualities of Enduring Literature Literary Genre Cultural Traditions Uniqueness of National Experience Literary Viewpoints/Points of View Connecting Literary Text to Life Experiences**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Distinguishes the qualities that make literature enduring

Interprets enduring literature

Evaluates likenesses and differences of ethnic groups represented in literature (e.g., customs, language, traditions)

Reads and classifies literary selections according to unique genre characteristics (e.g., poetry, fiction and nonfiction, biography and autobiography, tall tale, fable, legend, myth, essay, realistic fiction)

Compares and contrasts reading passages using supporting details in a variety of responses

Discusses national and global experiences in literature

Recognizes, experiences, and responds to multicultural literature

Connects real- life and personal experiences to text

Shares and discusses universal themes in multicultural literature by relating real-life experiences

Compares and contrasts different cultural viewpoints in fiction and nonfiction

Standard Seven: **Students apply reasoning and problem-solving skills to reading, writing, speaking, listening, viewing, and visually representing.**

Focus: **Critical Thinking Questioning Prediction Investigation Comprehension Analysis Synthesis Communicating Understanding**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Interprets, problem solves, and responds within a variety of media using life experiences and prior knowledge

Uses critical-thinking skills and applies comprehension strategies (e.g., sequencing, predicting, drawing conclusions, comparing and contrasting, making inferences, determining main ideas, summarizing, recognizing literary devices, paraphrasing) independently

Works in groups to create; critique; and discuss oral, written, and visual text

Makes and justifies inferences using details from text

Distinguishes fact from opinion or probability

Explains cause and effect

Applies skimming and scanning for facts to text

Analyzes author's purpose and viewpoint (perspective)

Employs the use of propaganda techniques within a variety of media

Uses inductive and deductive reasoning to test theories/hypotheses independently and in groups

Standard Five : **Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.**

Focus: **Topic Identification Gathering Information Evaluation of Multiple Reference Sources Application of Technology Interpreting Findings**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Uses organizational features of printed text, Internet, and other media (e.g., microprint, citations, bibliographic references, e-mails) to locate information

Selects and evaluates information from multiple sources for specific research purpose(s) and/or real-life problems

Chooses and narrows research topics for reports

Synthesizes information by surveying, interviewing, outlining, note-taking, paraphrasing, and summarizing relevant information from research

Writes a research report, including a bibliography, both in a specific format

Uses graphics in a research report

Paraphrases ideas and words of others

Publishes reports in guided and independent contexts using basic word processing and available technology

Standard Two: **Students write competently for a variety of purposes and audiences.**

Focus: **Writing as a Flexible, Recursive Process Awareness of Purpose and Audience Variety of Approaches to Writing Frequent, Meaningful Practice Connecting Writing to Prior Experiences**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Composes a clear thesis statement in order to write a multi-paragraph composition—containing an introduction, body, and conclusion—that maintains unity and coherence

Shows awareness of intended purpose (e.g., to entertain, to inform, to persuade, to narrate) and audience

Develops tone and voice
Applies figurative language (e.g., simile, metaphor, hyperbole, idiom, personification, assonance, alliteration, onomatopoeia) in all areas of writing
Uses various appropriate methods of support and elaboration (e.g., facts, reasons, examples, sensory details)
Engages in frequent sustained practice in the writing process
Compares and contrasts texts of various genres in writing
Self evaluates and revises (e.g., adds, deletes, substitutes, reorders) writing using a rubric or checklist

Standard Three: **Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.**

Focus: **Conventions of Language Language Patterns Revising Written Text Editing/Proofreading Applying Standard English in Real-World Contexts**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Applies appropriate punctuation to writing
Applies and edits appropriate capitalization rules
Identifies, analyzes, and creates the grammatical structure of a sentence (e.g., parts of speech, usage, simple/compound/complex sentences)
Spells grade-level words correctly
Uses various peer and self-editing techniques

Standard Four: **Students demonstrate competence in speaking and listening as tools for learning and communicating.**

Focus: **Communication Process Interpersonal Skills**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

States ideas, asks and answers questions, identifies and corrects errors in oral communication; participates in discussions; and probes for question clarification using standard English pronunciation and diction effectively and fluently

Creates and gives simple directions, rephrases given directions, and interprets multi-step directions

Prepares an oral presentation using effective delivery techniques

Reads to an audience by adjusting delivery of a presentation

Constructs and presents a speech that includes an introduction, a clear concise message, and a conclusion

Relates by speaking and listening in the classroom, including role playing real-life situations (e.g., problem solving, talking on the telephone, placing an order) and workplace situations (e.g., giving introductions, taking and relating messages, conducting interviews, assisting others)

Evaluates and compares a variety of media (e.g., film, TV, public speeches)

Responds to questions

Eighth Grade

Standard One: **Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.**

Focus: **Reading as a Process Responding to Text Word Meaning Word Identification Understanding Textual Features Connecting Reading to Prior Knowledge and Experience**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Interprets unfamiliar text with supportive explanation to connect to real-life situations
Adjusts reading rate to materials according to purpose
Identifies and explains main idea with supporting details
Summarizes and paraphrases unfamiliar text
Recognizes and analyzes essential story elements (e.g., setting, plot, character, theme, mood, tone, style)
Recognizes and analyzes literary devices (e.g., figurative language, flashback, foreshadowing, symbolism, dialogue)
Reads fiction and nonfiction text for a specific purpose

Standard Six: **Students read, analyze, and respond to literature as a record of life experiences.**

Focus: **Qualities of Enduring Literature Literary Genre Cultural Traditions Uniqueness of National Experience Literary Viewpoints/Points of View Connecting Literary Text to Life Experiences**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Distinguishes the qualities that make literature enduring
Interprets enduring literature
Evaluates likenesses and differences of ethnic groups represented in literature (e.g., customs, language, traditions)
Classifies literary selections according to unique genre characteristics (e.g., poetry, fiction and nonfiction, biography and autobiography, tall tale, fable, legend, myth, essay, realistic fiction)

Compares and contrasts literary selections using supporting details in a variety of responses
Discusses national and global experiences in literature
Recognizes, experiences, and responds to multicultural literature
Connects life and personal experiences to literary selections
Shares and discusses universal themes in multicultural literature by relating real-life experiences
Compares and contrasts different cultural viewpoints in fiction and nonfiction

Standard Seven: **Students apply reasoning and problem-solving skills to reading, writing, speaking, listening, viewing, and visually representing.**

Focus: **Critical Thinking Questioning Prediction Investigation Comprehension Analysis Synthesis Communicating Understanding**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Interprets, problem solves, and responds within a variety of media using life experiences and prior knowledge
Uses critical-thinking skills and applies comprehensive strategies (e.g., sequencing, predicting, drawing conclusions, comparing and contrasting, making inferences, determining main ideas, summarizing, recognizing literary devices, paraphrasing) independently
Works in groups to create, to critique, and to discuss oral, written, and visual text
Makes and justifies inferences using details from text
Distinguishes fact from opinion or probability
Explains cause and effect
Applies skimming and scanning for facts to text
Analyzes author's purpose and viewpoint (perspective)
Employs the use of propaganda techniques within a variety of media
Uses inductive and deductive reasoning to test theories/hypotheses individually and in groups

Standard Five: **Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.**

Focus: **Topic Identification Gathering Information Evaluation of Multiple Reference Sources Application of Technology Interpreting Findings**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Uses organizational features of printed text, Internet, and other media (e.g., microprint, citations, bibliographic references, e-mails) to locate information
Selects and evaluates information from multiple sources for specific research purpose(s) and/or real-life problems
Chooses and narrows research topics for reports
Synthesizes information by surveying, interviewing, outlining, note-taking, paraphrasing, and summarizing relevant information from research
Writes a research report, including a bibliography, both in a specific format
Uses graphics in a research report
Paraphrases ideas and words of others
Publishes reports in guided and independent contexts using basic word processing and available technology

Standard Two: **Students write competently for a variety of purposes and audiences.**

Focus: **Writing as a Flexible, Recursive Process Awareness of Purpose and Audience Variety of Approaches to Writing Frequent, Meaningful Practice Connecting Writing to Prior Experiences**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Composes various multi-paragraph compositions that maintain unity and coherence in response to a prompt or self-selected topic
Uses a variety of revision techniques
Writes with a developing tone and personal voice
Selects an appropriate style of writing to address an intended audience and purpose
Uses various appropriate methods of support and elaboration of the central focus of the composition
Engages in frequent sustained practice in writing for using the writing process skills
Self evaluates and revises writing, using a rubric or checklist
Constructs concise, meaningful responses to literary questions

Standard Three: **Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.**

Focus: **Conventions of Language Language Patterns Revising Written Text Editing/Proofreading Applying Standard English in Real-World Contexts**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Applies appropriate punctuation to writing

Applies and edits appropriate capitalization in a given passage or in personal writing

Identifies, analyzes, and creates the grammatical structure of a sentence (e.g., parts of speech, usage, compound sentence, complex sentences, and compound/complex sentences)

Spells grade-level words correctly

Uses various peer and self-editing techniques

Standard Four: **Students demonstrate competence in speaking and listening as tools for learning and communicating.**

Focus: **Communication Process Interpersonal Skills**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

States ideas, asks and answers questions, identifies and corrects errors in oral communication; participates in discussions; and probes for question clarification using standard English pronunciation and diction effectively and fluently

Follows, creates, presents, and evaluates multi-step procedures received orally

Constructs, designs, and critiques oral presentations

Evaluates a variety of media to assess validity

Uses appropriate media in a presentation

Engages in group/panel discussions and assumes/executes various roles of parliamentary procedures

Engages in group discussions and proficiently assumes and executes various roles

Responds to questions

Ninth Grade

Standard One: **Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.**

Focus: **Reading as a Process Responding to Text Word Meaning Word Identification Understanding Textual Features Connecting Reading to Prior Knowledge and Experience**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Uses a variety of word attack skills to determine word meaning
Analyzes literary elements and devices
Selects appropriate reading strategies to respond to a variety of literary sources
Relates various learning experiences to prior knowledge and real-life situations
Selects a variety of reading material to develop projects across the curriculum

Standard Six: **Students read, analyze, and respond to literature as a record of life experiences.**

Focus: **Qualities of Enduring Literature Literary Genre Cultural Traditions Uniqueness of National Experience Literary Viewpoints/Points of View Connecting Literary Text to Life Experiences**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Recognizes a variety of classical and contemporary world literature
Explains distinctive elements of various genre (e.g., folktale, myth, biography and autobiography, poetry, drama, short story, novel, epic, nonfiction)
Compares/contrasts characteristics of various cultures through literature

Uses primary sources (e.g., letters, journals, diaries) to relate to life experiences
Connects historical context to various works
Connects authors' viewpoints (perspectives) to their various literary works

Standard Seven: **Students apply reasoning and problem-solving skills to reading, writing, speaking, listening, viewing, and visually representing.**

Focus: **Critical Thinking Questioning Prediction Investigation Comprehension Analysis Synthesis Communicating Understanding**
Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Draws upon prior knowledge and experiences to make decisions, judgments, and analyses for reading and writing critically
Uses appropriate comprehension strategies in context
Makes and justifies inferences using details from text
Distinguishes fact from opinion, skims and scans for facts, explains cause and effect, generates inquiry, questions the reliability or authenticity of the source of information
Evaluates the author's viewpoint (prospective)
Connects the author's purpose and viewpoint (perspective) to real life
Evaluates propaganda techniques in material (e.g., name calling, bandwagon, testimonial)
Uses inductive and deductive reasoning to test theories and hypotheses

Standard Five : **Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.**

Focus: **Topic Identification Gathering Information Evaluation of Multiple Reference Sources Application of Technology Interpreting Findings**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Uses organizational features of printed text (e.g., endnotes, bulletin boards, list-servs), Internet, and other media to locate information
Selects and evaluates information from multiple sources for specific purpose(s) or real-life problems
Chooses and narrows research topics
Synthesizes information by surveying, interviewing, outlining, note-taking, paraphrasing, and summarizing relevant information from research
Writes a research report, including a bibliography, both in a specific format
Uses graphics in a research report
Paraphrases ideas and words of others
Publishes reports in guided and independent contexts using basic word processing and available technology
Draws conclusions from research

Standard Two: **Students write competently for a variety of purposes and audiences.**

Focus: **Writing as a Flexible, Recursive Process Awareness of Purpose and Audience Variety of Approaches to Writing Frequent, Meaningful Practice Connecting Writing to Prior Experiences**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Produces complex compositions with clear thesis statements and effective elaboration
Writes a comparison/contrast composition based on two or more literary selections
Writes a documented composition citing information sources
Drafts, evaluates and revises own written work
Writes letters for specific purposes (e.g., letter of complaint)
Writes a composition that explain a process (e.g., giving directions) related to real -life skills
Engages in creative writing (e.g., short stories, poems)

Standard Three: **Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.**

Focus: **Conventions of Language Language Patterns Revising Written Text Editing/Proofreading Applying Standard English in Real-World Contexts**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Applies conventions of punctuation, capitalization, and spelling in written responses
Applies standard rules of grammar in analyzing and constructing sentences
Edits writing for common usage errors
Edits for wordiness
Combines, expands, and revises sentences for variety and clarity

Standard Four: **Students demonstrate competence in speaking and listening as tools for learning and communicating.**

Focus: **Communication Process Interpersonal Skills**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

States ideas, asks and answers questions, identifies and corrects errors in oral communication; participates in discussions; and probes for question clarification using standard English pronunciation and diction effectively and fluently
Follows, creates, presents, and evaluates oral and multi-step procedures given orally
Assesses appropriateness of format and content of presentation
Evaluates speakers to construct appropriate response
Constructs, designs, and critiques oral presentations
Evaluates a variety of media to assess validity
Relates speaking and listening in the classroom to real-life situations and workplace scenarios
Uses multimedia aids in presentations
Engages in group/panel discussions and proficiently assumes/executes various roles of parliamentary procedures
Responds orally for various purposes (e.g., informative, impromptu, extemporaneous, persuasive)

Delivers dramatic interpretations
Listens to presentations to gain information in order to summarize
Listens to a variety of media for enjoyment and cultural enrichment

Tenth Grade

Standard One: **Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.**

Focus: **Reading as a Process Responding to Text Word Meaning Word Identification Understanding Textual Features Connecting Reading to Prior Knowledge and Experience**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Uses a variety of word attack skills to determine meaning
Determines meaning of specialized words in content areas, business, and technology related to real-life experiences (e.g., workplace text, technical text, scientific text, literary text)
Analyzes and synthesizes complex literary elements and devices
Selects appropriate reading strategies to respond to a variety of literary sources
Relates various learning experiences to prior knowledge and real-life situations
Selects a variety of reading material to develop projects across the curriculum

Standard Six: **Students read, analyze, and respond to literature as a record of life experiences.**

Focus: **Qualities of Enduring Literature Literary Genre Cultural Traditions Uniqueness of National Experience Literary Viewpoints/Points of View Connecting Literary Text to Life Experiences**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Analyzes a variety of classical and contemporary world literature
Explains distinctive elements of various genre
Compares/contrasts characteristics of various cultures through literature
Uses primary sources (e.g., letters, journals, diaries) to relate to real-life experiences
Connects historical context to the formation of various works
Connects authors' viewpoints (perspectives) to their various literary works

Standard Seven: **Students apply reasoning and problem-solving skills to reading, writing, speaking, listening, viewing, and visually representing.**

Focus: **Critical Thinking Questioning Prediction Investigation Comprehension Analysis Synthesis Communicating Understanding**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Draws upon prior knowledge and experiences to make decisions, judgments, and analyses for reading and writing critically
Applies the appropriate comprehension strategies in context
Makes and justifies inferences using details from text
Distinguishes fact from opinion, skims and scans for facts, explains cause and effect, generates inquiry, questions the reliability or authenticity of the source of information
Evaluates the author's purpose and viewpoint (perspective) to real life
Applies sophisticated reading and problem-solving techniques to text and real-life situations (e.g., raising questions, investigating concerns)
Analyzes propaganda techniques in material (e.g., name calling, bandwagon, testimonial)
Investigates, interprets, and evaluates ways the historical context and the author's life, culture, and philosophy affect a literary work and raise questions and concerns
Uses inductive and deductive reasoning to test theories and hypotheses

Standard Five: **Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.**

Focus: **Topic Identification Gathering Information Evaluation of Multiple Reference Sources Application of Technology Interpreting Findings**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Uses organizational features of printed text (e.g., endnotes, bulletin boards, list-servs), Internet, and other media to locate information
Selects and evaluates information from multiple sources for specific purpose(s) or real-life problems
Chooses and narrows research topics for reports
Synthesizes information by surveying, interviewing, outlining, note-taking, paraphrasing, and summarizing relevant information from research
Writes a research report, including a bibliography, both in a specific format

Uses graphics in a research report
Paraphrases ideas and words of others
Publishes reports in guided and independent contexts using basic word processing and available technology
Draws conclusions from research

Standard Two: **Students write competently for a variety of purposes and audiences.**

Focus: **Writing as a Flexible, Recursive Process Awareness of Purpose and Audience Variety of Approaches to Writing Frequent, Meaningful Practice Connecting Writing to Prior Experiences**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Produces complex compositions with clear thesis statements and effective elaboration
Writes a documented research paper citing information sources
Writes compositions of various modes
Writes comparison/contrast compositions based on two or more literary selections
Writes letters for specific purposes (e.g., letter of request, letter to editor)
Engages in creative writing (e.g., short stories, poems)
Engages in writing expository and persuasive essays

Standard Three: **Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.**

Focus: **Conventions of Language Language Patterns Revising Written Text Editing/Proofreading Applying Standard English in Real-World Contexts**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Applies conventions of punctuation, capitalization, and spelling in written responses
Applies standard rules of grammar in analyzing and constructing sentences
Edits writing for common usage errors
Edits for wordiness
Combines, expands, and revises sentences for variety, clarity, and emphasis (e.g., parallelism)

Standard Four: **Students demonstrate competence in speaking and listening as tools for learning and communicating**

Focus: **Communication Process Interpersonal Skills**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

States ideas, asks and answers questions, identifies and corrects errors in oral communication; participates in discussions; and probes for question clarification using standard English pronunciation and diction effectively and fluently
Assesses appropriateness of format and content of presentation
Evaluates speakers to construct appropriate response
Follows, creates, presents, and evaluates oral and multi-step procedures given orally
Constructs, designs, and critiques oral presentations
Evaluates a variety of media to assess validity
Relates speaking and listening in the classroom to real-life situations and workplace scenarios
Uses multimedia aids in presentations
Engages in group/panel discussions and proficiently assumes/executes various roles of parliamentary procedures
Responds orally for various purposes (e.g., informative, impromptu, extemporaneous, persuasive)
Delivers dramatic interpretations
Listens to presentations to gain information in order to summarize
Listens to a variety of media for enjoyment and cultural enrichment

Eleventh Grade

Standard One: **Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.**

Focus: **Reading as a Process Responding to Text Word Meaning Word Identification Understanding Textual Features Connecting Reading to Prior Knowledge and Experience**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Applies and synthesizes vocabulary strategies to unfamiliar text (e.g., context clues, affixes, inferences, etymology, multiple meaning words)
Determines meaning of specialized words in content areas, business, and technology
Analyzes and synthesizes complex literary elements and devices
Selects appropriate reading strategies to respond to a variety of literary sources
Relates various learning experiences to prior knowledge and real-life situations
Uses a variety of reading material to develop projects across the curriculum

Standard Six: **Students read, analyze, and respond to literature as a record of life experiences.**

Focus: **Qualities of Enduring Literature Literary Genre Cultural Traditions Uniqueness of National Experience Literary Viewpoints/Points of View Connecting Literary Text to Life Experiences**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Analyzes, synthesizes, and evaluates the elements of classic and contemporary American literature
Critiques distinctive elements of various genres in classic and contemporary American literature
Analyzes multicultural literature to develop an understanding of the experiences and traditions of diverse ethnic groups
Relates American literary works to real-life experiences through letters, journals, and diaries

Synthesizes historical backgrounds with the origin and themes of various works of American literature

Connects authors' viewpoints (perspectives) to their various literary works

Standard Seven: **Students apply reasoning and problem-solving skills to reading, writing, speaking, listening, viewing, and visually representing.**

Focus: **Critical Thinking Questioning Prediction Investigation Comprehension Analysis Synthesis Communicating Understanding**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Draws upon prior knowledge and experiences to make decisions, judgments, and analyses for reading and writing critically

Uses and adjusts reading strategies to facilitate comprehension of complex works

Makes and justifies inferences using details from text

Uses problem-solving techniques and divergent thinking (e.g., prioritizing, categorizing, evaluating, incorporating real-life experiences, using valuable information to master complex text and real-life problems)

Applies sophisticated reading and problem solving techniques to text and real-life situations (e.g., raising questions, investigating concerns)

Investigates, interprets, and evaluates ways the historical context, the author's life, culture, and philosophy affect a literary work and raise questions and concerns

Connects author's viewpoint (perspective) to real life

Analyzes, synthesizes, and evaluates elements of classic and contemporary American literature

Uses inductive and deductive reasoning to test theories and hypotheses

Standard Five: **Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.**

Focus: **Topic Identification Gathering Information Evaluation of Multiple Reference Sources Application of Technology Interpreting Findings**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Uses organizational features of printed text, Internet, and other media to locate information
Selects and evaluates information from multiple sources for specific purpose(s) or real-life problems
Chooses and narrows research topics
Writes a research report, including a bibliography, both in a specific format
Develops and applies evaluative criteria for information sources
Use word-processing and other available technologies to publish documented research reports with graphics

Standard Two: **Students write competently for a variety of purposes and audiences.**

Focus: **Writing as a Flexible, Recursive Process Awareness of Purpose and Audience Variety of Approaches to Writing Frequent, Meaningful Practice Connecting Writing to Prior Experiences**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Produces complex compositions with clear thesis statements and effective elaboration
Writes a documented research paper/product citing information sources
Writes compositions of various modes
Writes letters for specific purposes (e.g., letter of application)
Generates a personal resume
Engages in creative writing (e.g., play, reviews)

Standard Three: **Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.**

Focus: **Conventions of Language Language Patterns Revising Written Text Editing/Proofreading Applying Standard English in Real-World Contexts**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Writes legibly using print or cursive
Applies conventions of punctuation, capitalization, and spelling in written responses
Applies standard rules of grammar in analyzing and constructing sentences
Edits writing for common usage errors
Edits for wordiness
Combines, expands, and revises sentences for variety, clarity, and emphasis (e.g., parallelism)

Standard Four: **Students demonstrate competence in speaking and listening as tools for learning and communicating.**

Focus: **Communication Process Interpersonal Skills**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

States ideas, asks and answers questions, identifies and corrects errors in oral communication, participates in discussions, and probes for question clarification using standard English pronunciation and diction effectively and fluently
Assesses appropriateness of format and content of presentation
Evaluates speakers to construct appropriate response
Follows, creates, presents, and evaluates oral and multi-step procedures given orally
Constructs, designs, and critiques oral presentations
Evaluates a variety of media to assess validity
Relates speaking and listening in the classroom to real-life situations and workplace scenarios
Uses multimedia aids in presentations
Engages in group/panel discussions and proficiently assumes/executes various roles of parliamentary procedures
Responds orally for various purposes (e.g., informative, impromptu, extemporaneous, persuasive)
Delivers dramatic interpretations
Listens to presentations to gain information in order to summarize
Listens to a variety of media for enjoyment and cultural enrichment

Twelfth Grade

Standard One: **Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.**

Focus: **Reading as a Process Responding to Text Word Meaning Word Identification Understanding Textual Features Connecting Reading to Prior Knowledge and Experience**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Applies and synthesizes vocabulary strategies to unfamiliar text (e.g., context clues, affixes, inferences, etymology, multiple meaning words)
Determines meaning of specialized words in content areas, business, and technology
Analyzes and synthesizes complex literary elements and devices
Selects appropriate reading strategies to respond to a variety of literary sources
Relates various learning experiences to prior knowledge and real-life situations
Uses a variety of reading material to develop projects across the curriculum

Standard Six: **Students read, analyze, and respond to literature as a record of life experiences.**

Focus: **Qualities of Enduring Literature Literary Genre Cultural Traditions Uniqueness of National Experience Literary Viewpoints/Points of View Connecting Literary Text to Real-Life Experiences**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Analyzes, synthesizes, and evaluates the elements of classic and contemporary British literature
Critiques distinctive elements of various genres in classic and contemporary British literature
Analyzes multicultural literature to develop an understanding of the experiences and traditions of diverse ethnic groups

Relates British literary works to life experiences through letters, journals, and diaries
Synthesizes historical backgrounds with the origin and themes of various works of British literature
Connects authors' viewpoints (perspectives) to formation of various literary works

Standard Seven: **Students apply reasoning and problem solving skills to reading, writing, speaking, listening, viewing, and visually representing.**

Focus: **Critical Thinking Questioning Prediction Investigation Comprehension Analysis Synthesis Communicating Understanding**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Draws upon prior knowledge and experiences to make decisions, judgments, and analyses for reading and writing critically
Uses and adjusts reading strategies to facilitate comprehension of complex works
Makes and justifies inferences using details from text
Uses problem-solving techniques and divergent thinking (e.g., prioritizing, categorizing, evaluating, incorporating real-life experiences, using valuable information to master complex text and real-life problems)
Applies sophisticated reading and problem-solving techniques to text and real-life situations (e.g., raising questions, investigating concerns)
Investigates, interprets, and evaluates ways the historical context, the author's life, culture, and philosophy affect a literary work and raise questions and concerns
Connects author's viewpoint (perspective) to real life
Analyzes, synthesizes, and evaluates elements of classic and contemporary British literature
Uses inductive and deductive reasoning to test theories and hypotheses

Standard Five : **Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.**

Focus: **Topic Identification Gathering Information Evaluation of Multiple Reference Sources Application of Technology Interpreting Findings**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Uses organizational features of printed text, Internet, and other media to locate information
Selects and evaluates information from multiple sources for specific purpose(s) or real-life problems
Chooses and narrows research topics
Writes a research report, including a bibliography, both in a specific format
Develops and applies evaluative criteria for information sources
Uses word-processing and other available technologies to publish documented research reports with graphics

Standard Two: **Students write competently for a variety of purposes and audiences.**

Focus: **Writing as a Flexible, Recursive Process Awareness of Purpose and Audience Variety of Approaches to Writing Frequent, Meaningful Practice Connecting Writing to Prior Experiences**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Writes complex compositions that address real-life situations
Writes complex compositions that focus on, critique, and analyze literary selections
Writes letters for specific purposes (e.g., letter of admission)
Generates a personal resume/vita/portfolio
Employs technical language appropriately

Standard Three: **Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.**

Focus: **Conventions of Language Language Patterns Revising Written Text Editing/Proofreading Applying Standard English in Real-World Contexts**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

Applies conventions of punctuation, capitalization, and spelling in written responses
Applies standard rules of grammar in analyzing and constructing sentences
Edits writing for common usage errors
Edits for wordiness
Combines, expands, and revises sentences for variety, clarity, and emphasis (e.g., parallelism)

Standard Four: **Students demonstrate competence in speaking and listening as tools for learning and communicating**

Focus: **Communication Process Interpersonal Skills**

Areas of Emphasis: **Denoted in GREEN {larger, bolded} text**

States ideas, asks and answers questions, identifies and corrects errors in oral communication; participates in discussions; and probes for question clarification using standard English pronunciation and diction effectively and fluently
Assesses appropriateness of format and content of presentation
Evaluates speakers to construct appropriate response
Follows, creates, presents, and evaluates oral and multi-step procedures given orally
Constructs, designs, and critiques oral presentations
Evaluates a variety of media to assess validity
Relates speaking and listening in the classroom to real-life situations and workplace scenarios
Uses multimedia aids in presentations
Engages in group/panel discussions and proficiently assumes/executes various roles of parliamentary procedures
Responds orally for various purposes (e.g., informative, impromptu, extemporaneous, persuasive)
Delivers dramatic interpretations (e.g., monologues)
Listens to presentations to gain information in order to summarize
Listens to a variety of media for enjoyment and cultural enrichment